



葛量洪校友會黃埔學校 GCEPSA Whampoa Primary School

30 Tak On Street, Whampoa Garden, Hung Hom, Kowloon

23343673

info@gcewps.edu.hk

23337689

http://www.gcewps.edu.hk

35

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Kee Cheong, M.H.	Ms. Yuen Wai Man	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Grantham College of Education Past Students' Association	-	1997	Chinese	Nanny van	About 5100 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$10	\$310 (fee for employing extra native English-speaking teachers)	Approximately \$400 (including costs for photocopying, materials, exercise books, E-admin)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Flag-raising square, Outdoor Bouldering, Happy fish pond, Lego-Land, Innovative Chalkboard, Happy Garden, Solar Energy Generating System and PTA Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
CreArtive Bus, Music Room, Visual Arts Room, Tech-Land, NET Room, GCE Whampoa stage, GCE Time-Gallery, IT-Zone and Mini Theater.				Accessible lift.

Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment				44	Total number of teachers in the school		49
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	98%	43%	74%	14%	22%	64%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	2	3	4	5	4	5	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	2	3	4	5	4	21
Mode of teaching at different levels	P.1 to P.3 will be grouped by mixed abilities; P.4 to P.6, some classes will be grouped based on overall performance to cater for learner diversity.								
Remarks	We emphasize "Innovative Experiential Learning" model, the implementation of "small class teaching" and "gifted education development framework" to cater for students' different learning needs. To establish good learning attitudes and habits for students.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Besides 3 summative assessments, we also have diverse assessment methods such as oral presentations, daily classwork, practical assessments, self-assessment, peer assessment, and electronic evaluations to enhance learning effectiveness.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1 to P.3 will be grouped by mixed abilities; P.4 to P.6, some classes will be grouped based on overall performance to accommodate student differences.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:20 AM	3:30 PM	12:10 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. We organise Healthy Fruit Day regularly to promote healthy eating habits. We also provide scheduled activities for overweight students to exercise regularly. 2. We emphasize students' mental health, we have "morning reading sessions", "physical activity periods" and "classroom bonding time" to provide students with ample time to relax and enjoy campus life.		We provide different learning opportunities for our students such as "Lunar New Year Market", "Whole School Learning Day" and "Multiple Intelligence Programme" and also an overseas learning programme "Tomorrow Leader Programme". We encourage them to learn by doing and exploring. We also have "Whampoa Stage" for students to perform and show their talents.		

Life-wide Learning

We offer a range of multiple intelligence-based courses, including Fun English, Sex Education, Programming, Scientific Exploration, Cultivating a Taste for Reading, Drama, Scouting-style self-care courses, Boulderling, Cycling, and Swimming. Through participating in these various learning activities, students have the opportunity to cultivate their interests, develop multidimensional thinking skills, and foster a well-rounded education.

School Mission

- (1) "Upholding the educational philosophy of the Alumni Association of the College of Education, we provide students with high-quality holistic education, enabling balanced development in moral, intellectual, physical, social, and aesthetic aspects."
- (2) "We are committed to providing students with a pleasant and effective learning environment, aimed at nurturing their growth, helping them learn to interact with others, respect one another, strive for learning, establish a solid academic foundation, and pursue excellence."

School Characteristics

School Management
School Management Organisation: The Incorporated School Management Committee oversees the school's operations, with the Principal leading the School Development Team, Curriculum Development Team, and Student Development Team to implement various school initiatives.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee has been established since 2012. The Incorporated School Management Committee is composed of members from the sponsoring body, the Principal, teachers, parent representatives, and alumni representatives.
School Green Policy: The school encourages students to practice eco-friendly living by implementing methods such as carbon reduction, waste reduction at the source, and recycling. For example, there are recycling bins for paper waste on campus, and students are encouraged to use eco-friendly utensils. The school actively promotes environmental messages, leads students to participate in environmental activities. Regular environmental-themed events are also organized within the school to educate students.
School's Major Concerns: 1. Through life-wide learning opportunities, we endeavor to strengthen values education and inspire students to embrace a healthy and fulfilling life. 2. Through the integration of cross-disciplinary activities, we aim to foster students' reading habits and cultivate their interest in reading, thereby strengthening their literacy, language competence and generic skills.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Cultivate students' bilingual and trilingual abilities, focusing not only on listening, speaking, reading, and writing but also on fostering their self-directed learning skills. 2. Develop students' comprehensive learning and application abilities (scientific and programming thinking). 3. Expand students' horizons through thematic activities such as Lunar New Year Fair, science discovery days, English and Putonghua activities, organizing overseas exchange programs, and encourage students to participate in extra-curricular activities.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. The school will strengthen values education (including life education and national and security education), which includes participation in national security education activities organized by the Education Bureau, holding regular flag-raising ceremonies, and sharing relevant information during weekly meetings. 2. Enhance values education, focusing on students' mental health and promoting their balanced physical and mental development. 3. Develop learning through reading: implement bilingual reading reward programs and promote online reading in both Chinese and English. 4. Make good use of information technology, with science discovery classes and coding classes at all levels. Additionally, all classrooms are equipped with electronic blackboards to increase classroom interactivity.
Development of Generic Skills: Cooperative learning leads to development of collaboration, communication, problem solving, self-management, and study skills; creativity, critical thinking, information technology and numeracy skills are widely integrated into all subjects. With the support of extra-curricular activities, development of generic skills is guaranteed.
Cultivation of Proper Values, Attitudes and Behaviours: We committed to establishing positive values in students through various curriculum initiatives, such as: 1. "I Can Project" life experience program, which allows students to engage in practical experiences in real-life settings, fostering resilience and a sense of responsibility. 2. Providing diverse physical and artistic activities to allow students to develop their talents and abilities. 3. Implementing different reward programs to encourage students to practice good behavior. Examples include the Good Student Incentive Program, Zero Tardiness and Zero Late Submission Incentive Program, and the Super Class Incentive Program.
Student Support
Whole School Approach to Catering for Learner Diversity: Our school adopt a whole school approach to cater for student diversity. Additional resources from EDB include Enhanced Speech Therapy Grant, School-based Education Psychology Service. We also provide after school programme for Non-Chinese Speaking students and Newly-arrived students. To equip teachers with skills to cater for learning diversity.
Whole School Approach to Integrated Education: The objective of the student support team is to enhance the capacity of schools in catering for student differences, in order to provide high-quality education for all students. Support services include homework and assessment adjustment, after-school support group, individual education plan, school-based speech therapy service, etc.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: 1. Tailoring homework and assessment requirement for SEN students. 2. Enhancement programme for NCS in Chinese Language, English and Mathematics.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. The Parent-Teacher Association and parent school board members actively participate in assisting the school in organizing activities. 2. The school establishes close partnerships with parents through Parent Academies, Parent's Day, and parent-child activities. 3. Each year, the school regularly collects parents' opinions through stakeholder surveys to inform policy improvements.
School Ethos: We successfully fostered a caring campus culture and a genuine school spirit. The atmosphere is warm and welcoming. Students enjoy going to school, exhibit enthusiasm for learning, and are willing to take on challenges and embrace failures, thus developing a positive and resilient outlook on life.
Future Development
School Development Plan: 1. Implement 'positive education' to establish a positive campus culture, enhancing the understanding of national security education, moral education, civic education, and values education among teachers and students, and cultivating the development of 'positive character' in both. 2. Focus on bilingualism and trilingualism, promoting self-directed language learning in English and Putonghua. 3. Set realistic and achievable goals and take concrete actions to actively implement measures for students' physical and mental health. 4. Introduce AI as a teaching assistance tool to enhance students' motivation to learn and improve teaching effectiveness.
Teacher Professional Training & Development: 1. Lesson co-planning meetings and peer lesson observations in major subjects to enhance qualities of teaching and learning. 2. External professional support from universities. 3. Teachers will study multi-teaching strategies to cultivate a better learning habit in students and reinforce learning effectiveness.
Others
1. Our school encourages students to participate in different competitions so as to widen the horizon; for example, Hong Kong Drama Festival, Hong Kong Speech Festival, etc. 2. We organize various types of overseas exchange programs, such as the Beijing Learning Exchange Program, basketball training in Japan, and aerospace activities in the Guangdong-Hong Kong-Macao Greater Bay Area. These programs aim to help students understand the proverb "It is better to travel ten thousand miles than to read ten thousand books." emphasizing the importance of experiential learning and exposure to different cultures and environments. 3. To train outstanding students, a number of gifted students or students with potential are nominated to participate in the various competitions and training programme.